

# About The New England Common Assessment Program

This report highlights results from the Fall 2009 Beginning of Grade New England Common Assessment Program (NECAP) tests.

The NECAP tests are administered to students in New Hampshire, Rhode Island, Vermont, and now Maine as part of each state's statewide assessment program.

NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. This year's writing test is a pilot designed to field-test new material, therefore no score reports will be produced this year for writing. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade – in other words, the content and skills which students have learned through the end of the previous grade.

Each test contains a mix of multiple-



choice and constructed-response questions. Constructed-response questions require students to develop their own answers to questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen school's and district's evaluation of their ongoing improvement efforts.



## Fall 2009 Beginning of Grade 5 NECAP Tests

**Grade 5 Students in 2009-2010**

## School Results

**School:** Village Elementary School-Gorh

**District:** Gorham School Department

**Code:** 1065-1251



# Fall 2009 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2009-2010

### Grade Level Summary Report

**School:** Village Elementary School-Gorh  
**District:** Gorham School Department  
**State:** Maine  
**Code:** 1065-1251

Schools and districts administered all NECAP tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2008-09 school year, first year LEP students, students who withdrew from the school after October 1, 2009, students who enrolled

in the school after October 1, 2009, students for whom a special consideration was granted through the state Department of Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
<b>Students enrolled on or after October 1</b>	<b>214</b>			<b>214</b>			<b>13,919</b>			<b>100</b>			<b>100</b>			<b>100</b>		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
<b>Students tested</b>	<b>210</b>	<b>211</b>		<b>210</b>	<b>211</b>		<b>13,640</b>	<b>13,674</b>		<b>98</b>	<b>99</b>		<b>98</b>	<b>99</b>		<b>98</b>	<b>98</b>	
<b>Students not tested in NECAP</b>																		
State Approved	2	0		2	0		196	168		1	0		1	0		1	1	
Alternate Assessment	2	0		2	0		153	136		1	0		1	0		1	1	
First Year LEP	0	0		0	0		12	0		0	0		0	0		0	0	
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Special Consideration	0	0		0	0		31	32		0	0		0	0		0	0	
Other	2	3		2	3		83	77		1	1		1	1		1	1	

### NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	214	2	2	210	34	16	125	60	38	18	13	6	547	210	16	60	18	6	547	13,640	15	57	20	7	546
MATH	214	0	3	211	47	22	102	48	31	15	31	15	545	211	22	48	15	15	545	13,674	18	46	18	19	543
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.



# Fall 2009 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2009-2010

### Reading Results

School: Village Elementary School-Gorh  
 District: Gorham School Department  
 State: Maine  
 Code: 1065-1251

#### Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

#### Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

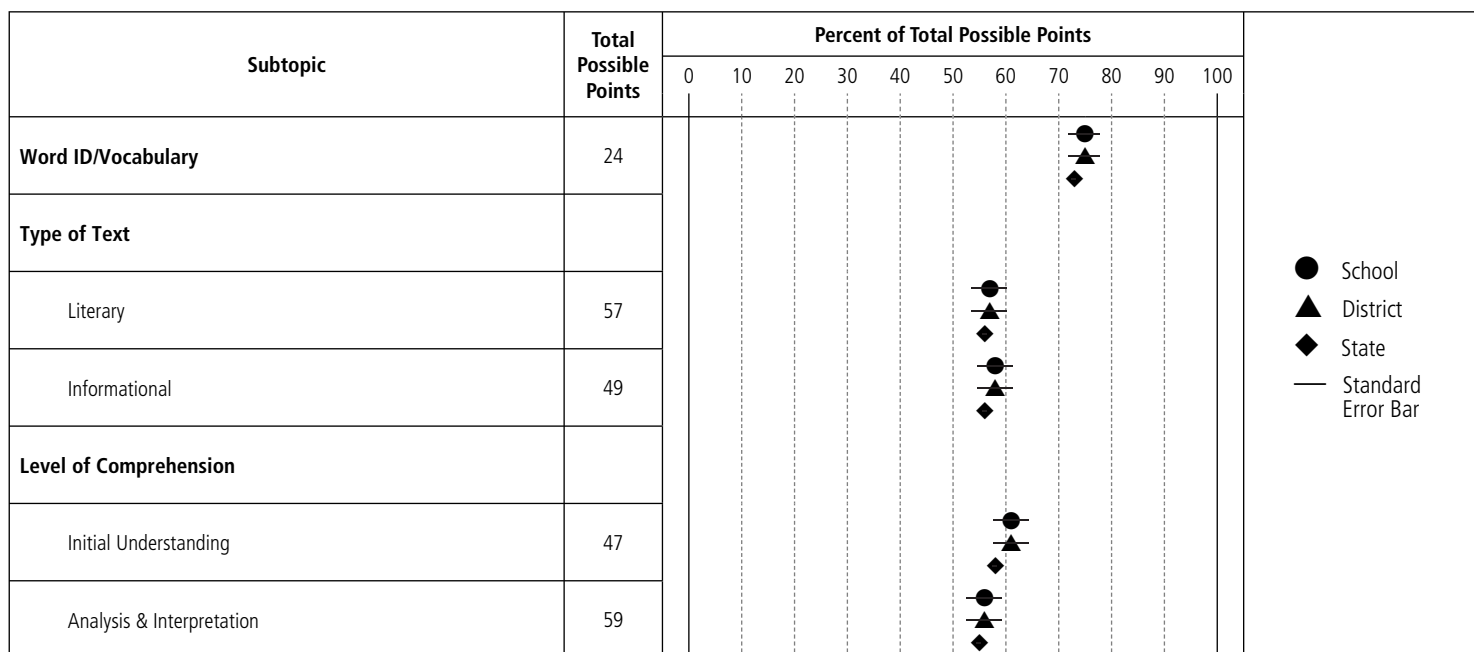
#### Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

#### Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	214	2	2	210	34	16	125	60	38	18	13	6	547
<b>DISTRICT</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	214	2	2	210	34	16	125	60	38	18	13	6	547
<b>STATE</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	13,919	196	83	13,640	2,058	15	7,795	57	2,776	20	1,011	7	546





# Fall 2009 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2009-2010

### Disaggregated Reading Results

**School:** Village Elementary School-Gorh  
**District:** Gorham School Department  
**State:** Maine  
**Code:** 1065-1251

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	214	2	2	210	34	16	125	60	38	18	13	6	547	210	16	60	18	6	547	13,640	15	57	20	7	546
Gender																									
Male	96	0	1	95	10	11	56	59	21	22	8	8	545	95	11	59	22	8	545	7,056	10	57	24	9	544
Female	118	2	1	115	24	21	69	60	17	15	5	4	549	115	21	60	15	4	549	6,584	21	57	16	6	548
Not Reported	0	0	0	0										0						0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	1	0	0	1										1						122	9	53	29	9	544
Asian	2	0	0	2										2						235	24	49	18	9	547
Black or African American	1	0	0	1										1						409	7	49	26	17	541
Hispanic or Latino	0	0	0	0										0						149	10	59	22	9	545
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	210	2	2	206	34	17	121	59	38	18	13	6	547	206	17	59	18	6	547	12,725	15	58	20	7	546
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										1						320	4	40	35	21	538
Former LEP student - monitoring year 1	0	0	0	0										0						24	33	67	0	0	555
Former LEP student - monitoring year 2	0	0	0	0										0						11	36	36	27	0	552
All Other Students	213	2	2	209	34	16	125	60	37	18	13	6	547	209	16	60	18	6	547	13,285	15	58	20	7	546
IEP																									
Students with an IEP	43	2	2	39	2	5	10	26	15	38	12	31	536	39	5	26	38	31	536	2,225	2	31	40	27	536
All Other Students	171	0	0	171	32	19	115	67	23	13	1	1	549	171	19	67	13	1	549	11,415	18	62	17	4	548
SES																									
Economically Disadvantaged Students	41	2	1	38	3	8	16	42	11	29	8	21	541	38	8	42	29	21	541	6,049	7	54	27	12	542
All Other Students	173	0	1	172	31	18	109	63	27	16	5	3	548	172	18	63	16	3	548	7,591	21	60	15	4	549
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	214	2	2	210	34	16	125	60	38	18	13	6	547	210	16	60	18	6	547	13,637	15	57	20	7	546
Title I																									
Students Receiving Title I Services	30	0	0	30	0	0	17	57	10	33	3	10	541	30	0	57	33	10	541	1,933	3	48	36	12	540
All Other Students	184	2	2	180	34	19	108	60	28	16	10	6	548	180	19	60	16	6	548	11,707	17	59	18	7	547
504 Plan																									
Students with a 504 Plan	2	0	0	2										2						226	7	60	26	8	544
All Other Students	212	2	2	208	34	16	124	60	37	18	13	6	547	208	16	60	18	6	547	13,414	15	57	20	7	546

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.



# Fall 2009 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2009-2010

### Mathematics Results

School: Village Elementary School-Gorh  
 District: Gorham School Department  
 State: Maine  
 Code: 1065-1251

#### Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

#### Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

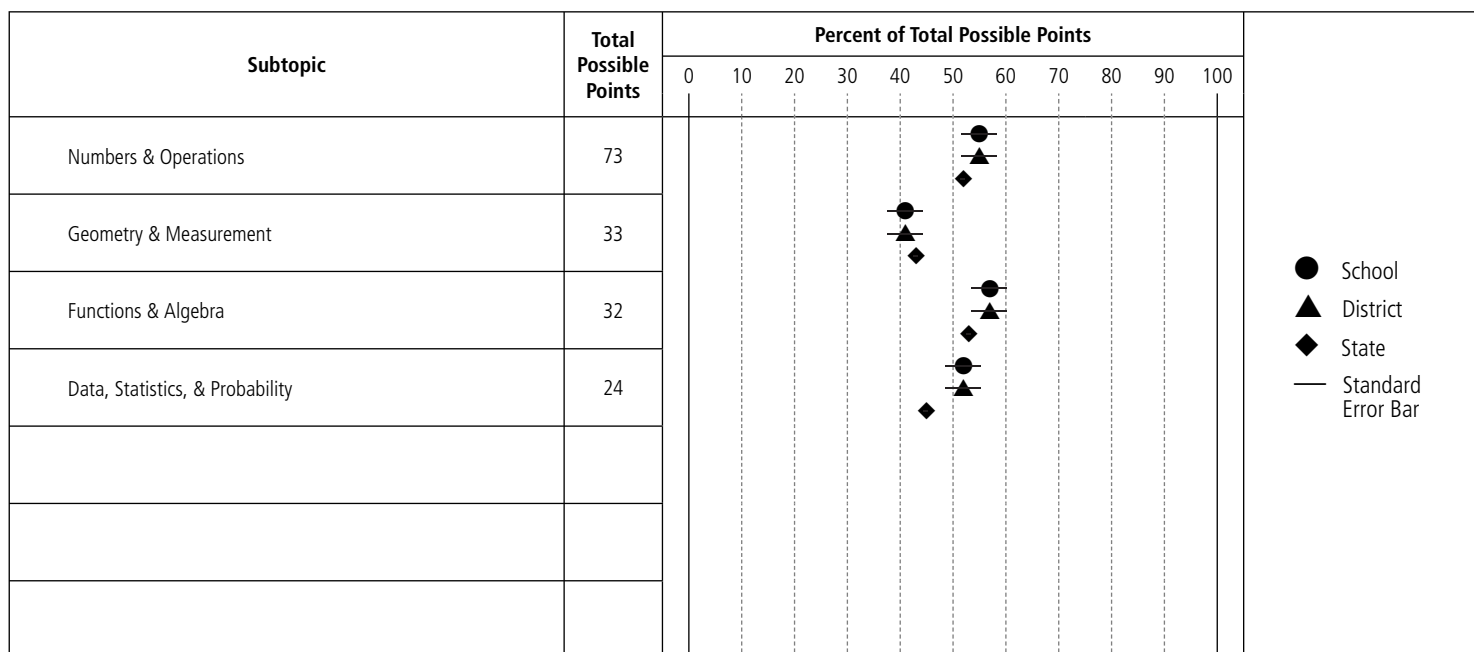
#### Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

#### Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
<b>SCHOOL</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	214	0	3	211	47	22	102	48	31	15	31	15	545
<b>DISTRICT</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	214	0	3	211	47	22	102	48	31	15	31	15	545
<b>STATE</b> 2007-08 2008-09 <b>2009-2010</b> Cumulative Total	13,919	168	77	13,674	2,399	18	6,270	46	2,461	18	2,544	19	543





# Fall 2009 - Beginning of Grade 5 NECAP Tests

## Grade 5 Students in 2009-2010

# Disaggregated Mathematics Results

School: Village Elementary School-Gorh  
 District: Gorham School Department  
 State: Maine  
 Code: 1065-1251

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	214	0	3	211	47	22	102	48	31	15	31	15	545	211	22	48	15	15	545	13,674	18	46	18	19	543
Gender																									
Male	96	0	2	94	21	22	51	54	11	12	11	12	546	94	22	54	12	12	546	7,072	18	45	18	18	543
Female	118	0	1	117	26	22	51	44	20	17	20	17	543	117	22	44	17	17	543	6,602	17	46	18	19	543
Not Reported	0	0	0	0									0							0					
Primary Race/Ethnicity																									
American Indian or Alaskan Native	1	0	0	1										1						123	11	43	20	27	540
Asian	2	0	0	2										2						239	25	42	12	21	545
Black or African American	1	0	0	1										1						427	8	29	21	42	535
Hispanic or Latino	0	0	0	0										0						151	5	49	27	19	540
Native Hawaiian or Pacific Islander	0	0	0	0										0						0					
White (non-Hispanic)	210	0	3	207	45	22	101	49	30	14	31	15	545	207	22	49	14	15	545	12,734	18	46	18	18	543
No Primary Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	1	0	0	1										1						347	4	27	18	50	533
Former LEP student - monitoring year 1	0	0	0	0										0						24	50	46	4	0	554
Former LEP student - monitoring year 2	0	0	0	0										0						11	27	64	0	9	550
All Other Students	213	0	3	210	47	22	102	49	30	14	31	15	545	210	22	49	14	15	545	13,292	18	46	18	18	543
IEP																									
Students with an IEP	43	0	2	41	1	2	15	37	3	7	22	54	533	41	2	37	7	54	533	2,237	4	27	23	47	534
All Other Students	171	0	1	170	46	27	87	51	28	16	9	5	548	170	27	51	16	5	548	11,437	20	50	17	13	545
SES																									
Economically Disadvantaged Students	41	0	2	39	4	10	14	36	7	18	14	36	536	39	10	36	18	36	536	6,079	8	42	22	27	539
All Other Students	173	0	1	172	43	25	88	51	24	14	17	10	547	172	25	51	14	10	547	7,595	25	49	15	12	546
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	214	0	3	211	47	22	102	48	31	15	31	15	545	211	22	48	15	15	545	13,671	18	46	18	19	543
Title I																									
Students Receiving Title I Services	30	0	0	30	0	0	9	30	10	33	11	37	535	30	0	30	33	37	535	1,938	2	33	29	36	536
All Other Students	184	0	3	181	47	26	93	51	21	12	20	11	546	181	26	51	12	11	546	11,736	20	48	16	16	544
504 Plan																									
Students with a 504 Plan	2	0	0	2										2						224	13	39	20	27	541
All Other Students	212	0	3	209	47	22	101	48	30	14	31	15	545	209	22	48	14	15	545	13,450	18	46	18	18	543

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.